DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
Course Syllabus
EDAD 677 – School Law and Policy
(3 Credit Hours)

Online: Spring 2019

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Catalog listing: Clinical study of U.S. Constitutional law, federal and state case law, statutory and regulatory law, and their effects on social and political systems on the state and national level as it pertains to education.

Course description: This course is organized to introduce education professionals to the field of school law. This course includes a study of constitutional, civil rights, statutory, case and regulatory law and those provisions for issues found in daily operation of schools. Kentucky law will be studies as well.

Prerequisites: None

Rationale: Functioning within society, schools must follow the laws passed by that society for safe, orderly and legally just methods of interaction with the internal and external publics. Some laws have been created which speak directly to the functioning of schools.   Therefore, reading, understanding, and being knowledgeable about incorporating school law and application thereof in the schoolhouse are necessary components in the training of future school administrators.

Course Objectives and Standards:

1. WKU principal candidates will demonstrate the ability to evaluate moral and legal consequences of their decisions.
2. WKU principal candidates will model essential educational values such as democracy, community, individual freedom and responsibility, equity, social justice, and diversity.
3. WKU principal candidates will understand and be able to apply federal and Kentucky law and local district laws and policies to improvement processes and cycles of inquiry.
4. WKU Principal Candidates will articulate and communicate expectations and model compliance with applicable laws, rights, policies, and regulations as appropriate to promote student and adult success.
5. WKU Principal Candidates will articulate and communicate expectations and model behaviors to ensure each student to have equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

Professional Standards for Educational Leaders (P-SEL): The following standards will be studies and applied in this class: 2- Ethics and Professional Norms, 3- Equity and Cultural Responsiveness, 6- Professional Capacity of School Personnel, and 9- Operations and Management.

Course topics: Topics will include but not be limited to the following:

- Historical and legal perspectives on education.
- Governance and public schools (state board and department of education, local districts, SBDM).
- Federal and state legal dimensions of school leadership including equity concerns, building positive school cultures, fostering strong relationships with communities, growing and developing teachers, managing resources, and leading school improvement. Special emphasis given to Kentucky law and regulation regarding the following:
- Special education and the role of the Admissions & Release Committee (ARC).
- Personnel evaluation, certification, contracts, tenure, and employee discipline
- Student attendance
- Church/state issues, student expression, search and seizure, due process
- The political and policy landscape and its implications for school leadership.
- Distinguishing moral and legal dimensions of decision-making.

Required Texts:

Kentucky School Laws Annotated (2014). This is free online. You may benefit from having a printed copy in hand. Your principal, superintendent or other school administrators in your district may have a copy to lend.

Stader, D.L. (2013). *Law and Ethics in Educational Leadership (2nd ed.)*. Boston: Pearson. ISBN: 13-: 978-0-13-268587-0

Major Teaching Methods: Students will engage the course content via reading assignments, instructor lectures presented online and online discussion, small group tutorials, and written assignments. Focus will be upon active engagement as adult learners.

Grading/Evaluation: Participation in class is essential for the successful completion of this course. The quality of informed online dialogue, critique, and reflection is valued. **Standards based assessment will be used in this course, that means the final grade is based on meeting the minimum acceptable standard or target standard in the grading rubric.** Standards are based on the evaluation of each student's attainment of course objectives through participation in all course-related discussions and activities as well as completion of written assignments, evidence from field work activities, and the anchor assessment.

As a graduate student and instructional leader, you are/will be expected to express your ideas logically and convincingly, both orally and in writing. Presentations of student learning should be clear, logical, and grammatically correct.

Assignment Format: As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Administration, Leadership, & Research, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. **All documents are to be submitted as a <u>Microsoft Word</u> document. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Assignment Standards: The final grade will be based upon completion of the following assignments using the Grading Rubric included below.

Final Grade	Assignments	Grade Standard
A	Policy Memorandum- Individual **(required for an A)** Policy Analysis (Online) Presentation - Group Anchor Assessment Memoranda & Field Experience Discussion Board Cases & Scenarios	Target Standard
B	Anchor Assessment Memoranda & Field Experience Discussion Board Cases & Scenarios Policy Analysis (Online) Presentation - Group	Target Standard
C	Anchor Assessment Memoranda & Field Experience Discussion Board Cases & Scenarios	Acceptable Standard

Course Assignments:

Course assignments include the following.

(a.) Policy Analysis Project- Students will be required to demonstrate competency in conducting legal research and presenting that research in both written format on modern trends in school law.   Two components to the Policy Analysis Project. Group Component is an online presentation and slide deck that is required of all students for an A or B in the course. Students have one attempt.

The second component is a Policy Memo. The memo is an individual assignment and must contain references to pertinent case law, state statutory law and local policy with a recommendations relevant to your school. The paper must contain proper citation and written to a standard appropriate for graduate level writing. The Policy Analysis Memo is required to the "Target" Standard for an A in the course. Student have one attempt.

(b.) Anchor Assessment/ Field Experience Memoranda-- students will have to respond to two decision making scenarios requiring the student to think from the point of view as an educational leader and provide both a written memorandum to the problem posed in the scenario. Students should present the scenario and discuss it with a current education administrator as part of the field experience for the course. Students complete at the "Target" Standard to receive a grade above a C in the course. Students has two attempts to reach the target or acceptable standards.

(c.) Landmark Case Discussions—Students are required to research and present via online discussion board the major points of seven landmark cases in education law. These must be completed at the target standard to receive a grade above a C in the course. **Students must participate in regular follow up discussion to reach the target grade standard.** Students have multiple attempts.

(d.) Discussion Board Scenarios—Students are expected to complete all required readings and participate productively in the class discussion as well as Blackboard discussions. Blackboard Discussions will be centered on questions from the readings and real world scenarios. **Students must participate in regular follow up discussion to reach the target grade standard.** These must be completed at the target standard to receive a grade above a C in the course. Students have multiple attempts.

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules - http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.

or Indiana University's Plagiarism and Academic Integrity - http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy:

Graduate students should be able and willing to share information and ideas; regular attendance and productive participation in the classroom and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments.

Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Usage:
The instructor will utilize the WKU e-mail and Blackboard Announcements as the primary methods to contact students outside of class. Students are expected to check their official

University e-mail and the Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor.

Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as I-pads, laptops, and tablets) to be utilized for instructional purposes related to the course.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and E-mail and to regularly monitor the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Statement of Diversity: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.   The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.   The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

Netiquette: Postings to the discussion boards require a polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.

Discussion Board Postings: You are encouraged to log in at least three times during the week to have an opportunity to respond to posts of classmates. Posts should be a minimum of one short paragraph and a maximum of two paragraphs. Avoid postings that are limited to "I agree" or "great idea", etc. Tell why you agree or disagree with a posting and support your statement with concepts from the reading for that week or by relating a real-world example or experience. If you use quotes from the readings, include appropriate references. Look for opportunities to build on responses of others. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) when possible.

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Discussion Board Scoring Rubric

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Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. **Discussion board participation will be graded at mid-term and at the end of the class and scored using the following rubric.**

Indicator	Target (2)	Acceptable (1)	Unacceptable (0)
Initial Response	Rich in content. Evidence of thought, insight, and analysis. Reflects understanding of course content and ability to apply it meaningfully. Submitted on time.	Substantial information. Evidence of thought, insight, and analysis. Does not reflect full understanding of content or meaningful application. Submission is late.	Information is thin and commonplace. No analysis or insight is displayed. Does not reflect understanding of content or application. Submission is late.
Subsequent Responses	Responses to colleagues postings provide the requested number of responses. Responses reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are on time.	Responses to colleagues postings provide the requested number of responses. Responses reflect full understanding of course content or meaningful application. Subsequent responses are late.	Responses to colleagues postings do not provide the requested number of responses. Responses do not reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are

			late and out of sync with discussion.
Stylistics & Grammar	Few grammatical errors. Few stylistic errors.	Grammatical or stylistic errors.	Obvious grammatical and stylistic errors. Errors interfere with content.

Course Schedule

Session	Topics	Chapter	Weeks
1	Historical Views of Law and Schools Federal, State, Local Roles in Education Kentucky Legal Framework- SBDM	1-2	1
2	Religion in Schools	3	2-3
3	Student Constitutional Rights	4	4-5
4	Student Discipline and Due Process School Safety and Student Search	5-7	6-7
5	Instructional Program Students with Disabilities	8-9	8-9
6	Tort Liability, District Liability, Employment, Supervision	10-11	10
7	Employee Constitutional Rights	12	11
8	Trends in Modern School Law	13	12-14